

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

School Results

School: James Otis Kaler Elementary Sc

District: South Portland School Dept

Code: 1155-1399



Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Grade Level Summary Report

School: James Otis Kaler Elementary Sc
 District: South Portland School Dept
 State: Maine
 Code: 1155-1399

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	37			262			13,323			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	37	36		258	257		13,017	13,022		100	97		98	98		98	98	
With an approved accommodation	14	13		41	40		2,712	2,731		38	36		16	16		21	21	
Current LEP Students	1	1		11	11		367	378		3	3		4	4		3	3	
With an approved accommodation	1	1		8	8		186	200		100	100		73	73		51	53	
IEP Students	12	11		43	42		2,068	2,071		32	31		17	16		16	16	
With an approved accommodation	12	11		31	30		1,705	1,703		100	100		72	71		82	82	
Students not tested in NECAP	0	1		4	5		306	301		0	3		2	2		2	2	
State Approved	0	0		4	4		248	236			0		100	80		81	78	
Alternate Assessment	0	0		4	4		218	211					100	100		88	89	
First Year LEP	0	0		0	0		7	0					0	0		3	0	
Withdrew After October 1	0	0		0	0		0	0					0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0					0	0		0	0	
Special Consideration	0	0		0	0		23	25					0	0		9	11	
Other	0	1		0	1		58	65			100		0	20		19	22	

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	37	0	0	37	3	8	12	32	12	32	10	27	438	258	19	51	20	10	446	13,017	17	52	20	11	445
MATH	37	0	1	36	1	3	15	42	10	28	10	28	437	257	21	46	21	12	445	13,022	20	46	20	15	444
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Reading Results

School: James Otis Kaler Elementary Sc
District: South Portland School Dept
State: Maine
Code: 1155-1399

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 456–480)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 440–455)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

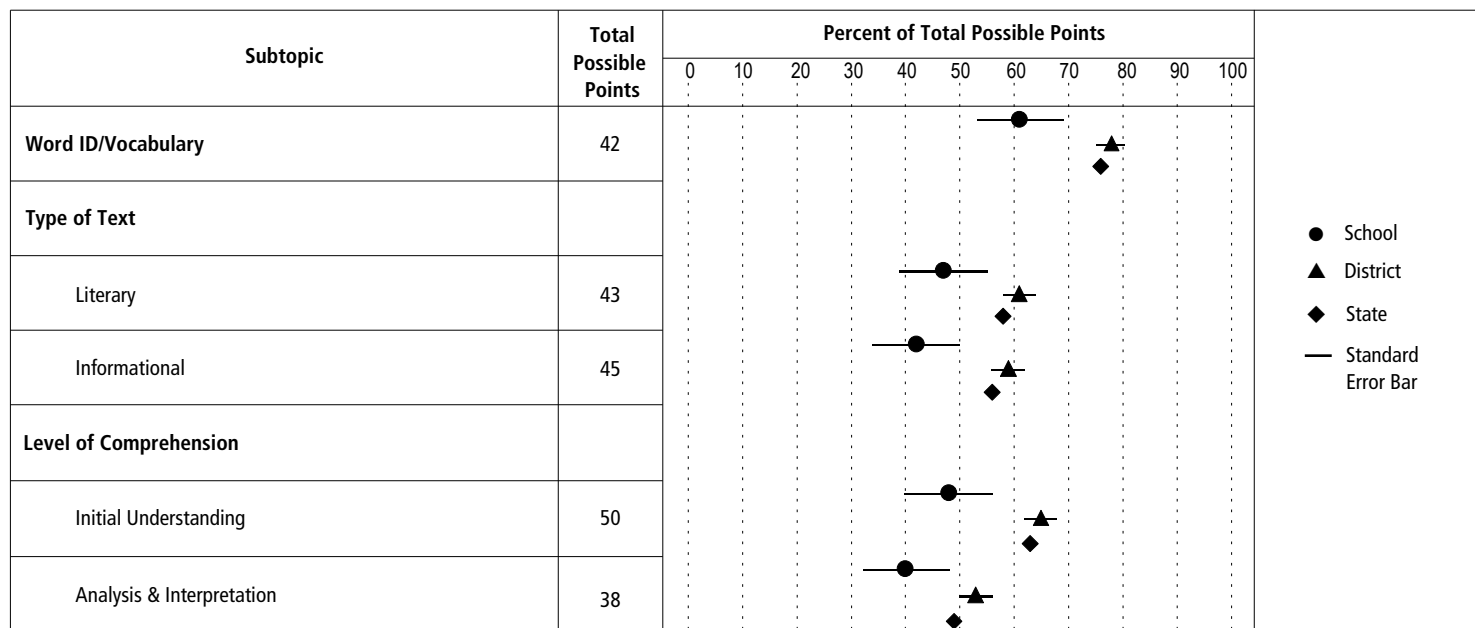
(Scaled Score 431–439)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	36	0	0	36	5	14	16	44	8	22	7	19	443
2011-12	32	0	0	32	6	19	15	47	10	31	1	3	445
2012-13	37	0	0	37	3	8	12	32	12	32	10	27	438
Cumulative Total	105	0	0	105	14	13	43	41	30	29	18	17	442
District													
2010-11	235	5	0	230	42	18	112	49	49	21	27	12	446
2011-12	247	3	0	244	57	23	126	52	42	17	19	8	446
2012-13	262	4	0	258	49	19	131	51	52	20	26	10	446
Cumulative Total	744	12	0	732	148	20	369	50	143	20	72	10	446
State													
2010-11	13,730	266	89	13,375	2,347	18	6,660	50	2,903	22	1,465	11	445
2011-12	13,407	237	67	13,103	2,417	18	6,853	52	2,509	19	1,324	10	445
2012-13	13,323	248	58	13,017	2,153	17	6,807	52	2,622	20	1,435	11	445
Cumulative Total	40,460	751	214	39,495	6,917	18	20,320	51	8,034	20	4,224	11	445





Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Disaggregated Reading Results

School: James Otis Kaler Elementary Sc
 District: South Portland School Dept
 State: Maine
 Code: 1155-1399

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	37	0	0	37	3	8	12	32	12	32	10	27	438	258	19	51	20	10	446	13,017	17	52	20	11	445
Gender																									
Male	25	0	0	25	2	8	8	32	8	32	7	28	438	127	16	48	24	12	444	6,715	13	51	22	14	443
Female	12	0	0	12	1	8	4	33	4	33	3	25	439	131	22	53	16	8	448	6,302	20	53	18	8	447
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										7						238	11	49	28	12	443
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						105	6	54	25	15	441
Asian	1	0	0	1										10	20	30	30	20	441	197	31	46	17	6	449
Black or African American	0	0	0	0										11	0	55	18	27	437	375	5	38	25	32	436
Native Hawaiian or Pacific Islander	0	0	0	0										0						17	35	41	24	0	450
White	32	0	0	32	3	9	12	38	10	31	7	22	440	220	20	52	20	8	447	11,908	17	53	20	10	445
Two or more races	2	0	0	2										9						177	15	51	21	12	444
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										11	0	27	36	36	430	367	7	31	30	33	435
Former LEP student - monitoring year 1	0	0	0	0										0						13	54	46	0	0	455
Former LEP student - monitoring year 2	0	0	0	0										0						17	35	35	18	12	450
All Other Students	36	0	0	36	3	8	12	33	12	33	9	25	439	247	20	52	19	9	447	12,620	17	53	20	10	445
IEP																									
Students with an IEP	12	0	0	12	1	8	1	8	5	42	5	42	432	43	5	21	37	37	433	2,068	2	24	32	42	432
All Other Students	25	0	0	25	2	8	11	44	7	28	5	20	442	215	22	57	17	5	449	10,949	19	58	18	5	447
SES																									
Economically Disadvantaged Students	23	0	0	23	1	4	6	26	8	35	8	35	435	109	6	47	30	17	441	6,493	9	49	26	16	441
All Other Students	14	0	0	14	2	14	6	43	4	29	2	14	443	149	28	54	13	5	450	6,524	24	56	15	6	449
Migrant																									
Migrant Students	0	0	0	0										0						8					
All Other Students	37	0	0	37	3	8	12	32	12	32	10	27	438	258	19	51	20	10	446	13,009	17	52	20	11	445
Title I																									
Students Receiving Title I Services	8	0	0	8										68	9	47	26	18	442	3,932	8	45	30	16	441
All Other Students	29	0	0	29	3	10	11	38	8	28	7	24	440	190	23	52	18	7	448	9,085	20	55	16	9	447
504 Plan																									
Students with a 504 Plan	0	0	0	0										6						285	13	59	19	9	445
All Other Students	37	0	0	37	3	8	12	32	12	32	10	27	438	252	19	50	20	10	446	12,732	17	52	20	11	445

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Mathematics Results

School: James Otis Kaler Elementary Sc
District: South Portland School Dept
State: Maine
Code: 1155-1399

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 455–480)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 440–454)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

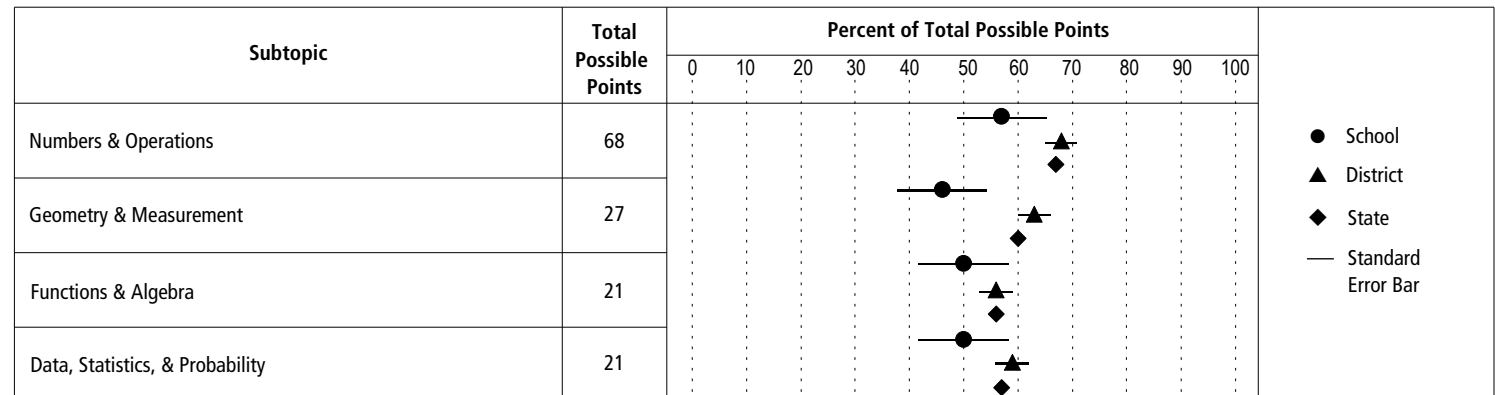
(Scaled Score 431–439)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	36	0	0	36	6	17	13	36	8	22	9	25	442
2011-12	32	0	0	32	5	16	14	44	10	31	3	9	442
2012-13	37	0	1	36	1	3	15	42	10	28	10	28	437
Cumulative Total	105	0	1	104	12	12	42	40	28	27	22	21	440
District													
2010-11	235	3	1	231	31	13	116	50	55	24	29	13	444
2011-12	247	1	0	246	61	25	110	45	49	20	26	11	445
2012-13	262	4	1	257	55	21	117	46	54	21	31	12	445
Cumulative Total	744	8	2	734	147	20	343	47	158	22	86	12	445
State													
2010-11	13,730	220	94	13,416	2,032	15	6,041	45	3,241	24	2,102	16	443
2011-12	13,407	215	77	13,115	2,497	19	6,105	47	2,644	20	1,869	14	444
2012-13	13,323	236	65	13,022	2,541	20	5,944	46	2,639	20	1,898	15	444
Cumulative Total	40,460	671	236	39,553	7,070	18	18,090	46	8,524	22	5,869	15	444





Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Disaggregated Mathematics Results

School: James Otis Kaler Elementary Sc
 District: South Portland School Dept
 State: Maine
 Code: 1155-1399

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	37	0	1	36	1	3	15	42	10	28	10	28	437	257	21	46	21	12	445	13,022	20	46	20	15	444
Gender																									
Male	25	0	1	24	1	4	11	46	8	33	4	17	439	126	21	45	24	10	445	6,722	20	45	20	15	444
Female	12	0	0	12	0	0	4	33	2	17	6	50	433	131	21	46	18	15	445	6,300	19	46	21	14	444
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										7						239	13	39	28	20	441
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						105	7	46	31	16	440
Asian	1	0	0	1										10	30	20	20	30	442	198	30	43	15	12	448
Black or African American	0	0	0	0										11	9	36	36	18	441	380	4	34	25	36	435
Native Hawaiian or Pacific Islander	0	0	0	0										0						17	18	53	12	18	445
White	32	0	1	31	1	3	14	45	10	32	6	19	439	219	22	47	21	10	446	11,907	20	46	20	14	444
Two or more races	2	0	0	2										9						176	17	44	23	16	443
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										11	0	18	45	36	431	378	6	29	26	38	435
Former LEP student - monitoring year 1	0	0	0	0										0						13	38	62	0	0	454
Former LEP student - monitoring year 2	0	0	0	0										0						17	29	41	18	12	448
All Other Students	36	0	1	35	1	3	15	43	10	29	9	26	438	246	22	47	20	11	445	12,614	20	46	20	14	444
IEP																									
Students with an IEP	12	0	1	11	1	9	2	18	4	36	4	36	433	42	7	24	31	38	434	2,071	4	23	27	45	432
All Other Students	25	0	0	25	0	0	13	52	6	24	6	24	439	215	24	50	19	7	447	10,951	22	50	19	9	446
SES																									
Economically Disadvantaged Students	23	0	0	23	0	0	7	30	8	35	8	35	435	109	9	37	33	21	439	6,497	11	42	25	22	440
All Other Students	14	0	1	13	1	8	8	62	2	15	2	15	441	148	30	52	12	5	449	6,525	28	49	15	7	448
Migrant																									
Migrant Students	0	0	0	0										0						8					
All Other Students	37	0	1	36	1	3	15	42	10	28	10	28	437	257	21	46	21	12	445	13,014	20	46	20	15	444
Title I																									
Students Receiving Title I Services	8	0	0	8										68	10	40	29	21	441	3,936	9	40	30	22	440
All Other Students	29	0	1	28	1	4	14	50	7	25	6	21	439	189	25	48	18	9	446	9,086	24	48	16	12	446
504 Plan																									
Students with a 504 Plan	0	0	0	0										6						284	13	51	23	13	443
All Other Students	37	0	1	36	1	3	15	42	10	28	10	28	437	251	22	45	21	12	445	12,738	20	46	20	15	444

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.